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ABSTRACT

The focus of a summative evaluation of the Promising Practices Diffusion Project was on soliciting descriptions and views of several different groups about project operation and merit and comparing the "ideal" model against what had taken place so far. Preliminary activities involved review of the project-developed Implementation Kit for Regional Coordinators, project objectives, and project components. Four special inquiries were conducted: (1) survey of local awareness, (2) survey of Project Directors, (3) survey of 1979-80 local adopters/adapters of Promising Practices, and (4) survey/interviews with the sixteen Regional Coordinators. Over two-thirds of the respondents to the Local Awareness Survey had received the Promising Practices Handbook. Most had read it. The Director Survey inquired about means of learning about the project and opinion of local level awareness. The Survey of Local Adopters/Adapters asked about their support of the project, use of evaluation instruments, usefulness of different kinds of assistance, suggestions for future changes, and facilitating and limiting factors. Regional directors answered opinion and open-ended questions and were interviewed. Results generally indicated that the Project is successful and important. (Results of the surveys are summarized in detail.) Twelve major recommendations were made regarding the project and its continuation. (All evaluation instruments are appended.) (YLB)

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INTRODUCTION

The summative evaluation was designed to address four fundamental questions. These questions receive final attention and discussion in the Conclusions and Recommendations section of this report.

1. What difference has existence of the Project made? Is it worth a continued effort?

2. Which components of the Promising Practices (PP) diffusion model are essential for most effective dissemination of the Practices?

3. Can the diffusion process be expected to continue and/or increase in viability without the continued presence of a central coordinator, at least in the short-run?

4. How should the Department of Education allocate dollars if it continues to support the diffusion process in 1980-81?

Relatively little evaluator time was spent reviewing the extent to which specific Diffusion Project objectives were accomplished. The Project Director's report addresses much of this aspect of accountability. Also, no attempt was made to evaluate the merits of the Promising Practices themselves. The focus then, was on soliciting descriptions and views of several different groups about Diffusion Project operation and merit and comparing the "ideal" diffusion model (components, operation, and outcomes) against what has taken place thus far.

Special thanks go to the following individuals whose assistance has been instrumental to the evaluation effort: Dr. Helen Hall, Project Director; Eugene Vinarskai and Rich Schmidt, Department of Education; and the sixteen Regional Coordinators.

1.0 PRELIMINARY ACTIVITIES AND EVALUATION DESIGN/METHODS

1.1 Kit Review

A draft of the Implementation Kit for Regional Coordinators, one major product of the Project, was reviewed and several suggestions for revision made. In particular, it was found that limited references to evaluative materials were included which might prove helpful to local adopters and adapters of Practices interested in assessing program impact. An ERIC search by Nancy Hargis of the Department of Education and a search by the evaluator resulted in the identification of only a modest number of useable materials which were recommended for citation in the Kit.

An earlier review of the Promising Practices in Oregon handbook (orange; referred to as the Handbook throughout the report) revealed that few (one, I believe) of the original Practices listed had made use of methods other than self-review or a third party to evaluate program effectiveness. Adopters or adapters, then, have little or no readily accessible evaluative instruments for use when implementing a Promising Practice. Because of this deficiency, the additional effort was made to find resource materials for adopter/adapter use to include in the Kit. Success, however, was limited due both to time constraints and the scarcity of easily identifiable material.

A form for use by Regional Coordinators to review the draft Kit was developed and mailed by Dr. Hall in April 1980 (see Appendix). The mail responses from Regional Coordinators as well as a special review session held with two Coordinators highly involved with adopting/adapting activity at the local level this year completed Kit review activities. Further evaluation of Kit useability must await its final production and dissemination this summer or Fall.

1.2 Design/Methods

The evaluation was designed to provide information about Project operation and impact for use by all who will be involved in deciding its future direction.

Figure 1
Summative Evaluation Design Overview

Question	Source(s) of Information	Method(s)	Time
1. Have Project activities been completed as planned? To what extent has each been completed?	H.Hall (Project Director)	Final Project Report; Checklist	June
2. Is there evidence to suggest the diffusion network model is now in place, and will it work in the abscence of a statewide central facilitator role?			
a. Are written materials useable, understandable? any gaps?	RC's*; H.Hall; 3rd Party Evaluator review of draft Kit	written survey/interviews of RC's; adopters/adapters survey in-mail	Apr-May
b. Is the informal and formal commitment of RC's sufficient to sustain the process? What more is needed?	RC's; H.Hall; R. Schmidt(ODE)	written survey/interviews of RC's; H.Hall and Schmidt interviews	May
c. Are prospective adopters at the local level aware of the PP network?	Those at local level who are sent the PP Handbook	in-mail survey	April
d. What is the level of interest of local persons in adopting or adapting a PP?	H.Hall; those at local level who receive the PP Handbook; RC's	written survey/interview of RC's; H.Hall interview; in-mail survey of local folk	May-June
e. Must the state continue to play a role(s) to ensure PP network viability? Are alternative facilitative vehicles needed?	H.Hall; RC/s; ODE staff; local adopters/adapters	written survey/interviews of RC's; H.Hall interview; in-mail survey of local adopters/adapters; interview ODE staff	May
3. What would be an optimal way for the state to spend available dollars for PP diffusion in 1980-81?	all of the above	all of the above	June

*Regional Coordinators

A draft design was presented to the Project Steering Committee at its March 26, 1980 meeting and finalized thereafter. Figure 1 presents an overview of the design and the inquiry methods used. Copies of the instruments used are attached in the Appendix. Response rates for each of these instruments are shown below in Figure 2 (see Figure 1 on the following page).

Figure 2
Response Rates to Surveys

Survey	No. Distributed	No. Returned	% Response
Survey of Local Awareness	325 (from list used by ODE to distribute handbook)	132	41%
Survey of Project Directors (of PP's)	42 (representing 38 Practices)	31	74%
Survey of Local Adopters/Adapters, 1979-80	24 (includes 12 Bus. Ed. Open Lab teachers)	16 (includes 7 Bus. Ed. Open Lab teachers)	67%
Survey/Interviews of Regional Coordinators	16	13 (but all contacted by phone)	81% (100% by phone)

2.0 PROJECT OBJECTIVES AND A REVIEW OF DIFFUSION NETWORK MODEL ASSUMPTIONS

Before reviewing the findings from the multiple kinds of inquiries made about Project operation and impact, a brief review seems in order of Project objectives and the assumptions made by Project designers, as perceived by this evaluator, about how a successful diffusion network will work.

Basically, the Project had three major goals:

- develop a regional system, through Regional Coordinators, for the dissemination of recognized "Promising Practices" to other Oregon school districts;

- provide technical assistance and coordination for pilot sites in 1979-80; and
- develop a network and process with Regional Coordinators to carry on dissemination activities after withdrawal of state coordination support.

As defined in the draft Kit, the term "dissemination" includes in its formal definition "implementation" activities. "Implementation" is defined as "the facilitation of adoption/adaption, installation and improvements" of selected programs. The 1979-80 Diffusion Project, then, was designed to put in place in the various regions of the state an on-going set of activities and procedures, with leadership from Regional Coordinators, which encourage further adoption and adaption of Promising Practices in Career and Vocational Education currently in use. The hope was that at the year's end such regional activity could proceed in the absence of central state-wide coordinative support. Specific technical and coordinative activities of the Project staff for 1979-80 were to result in the "in place" statewide network for on-going dissemination.

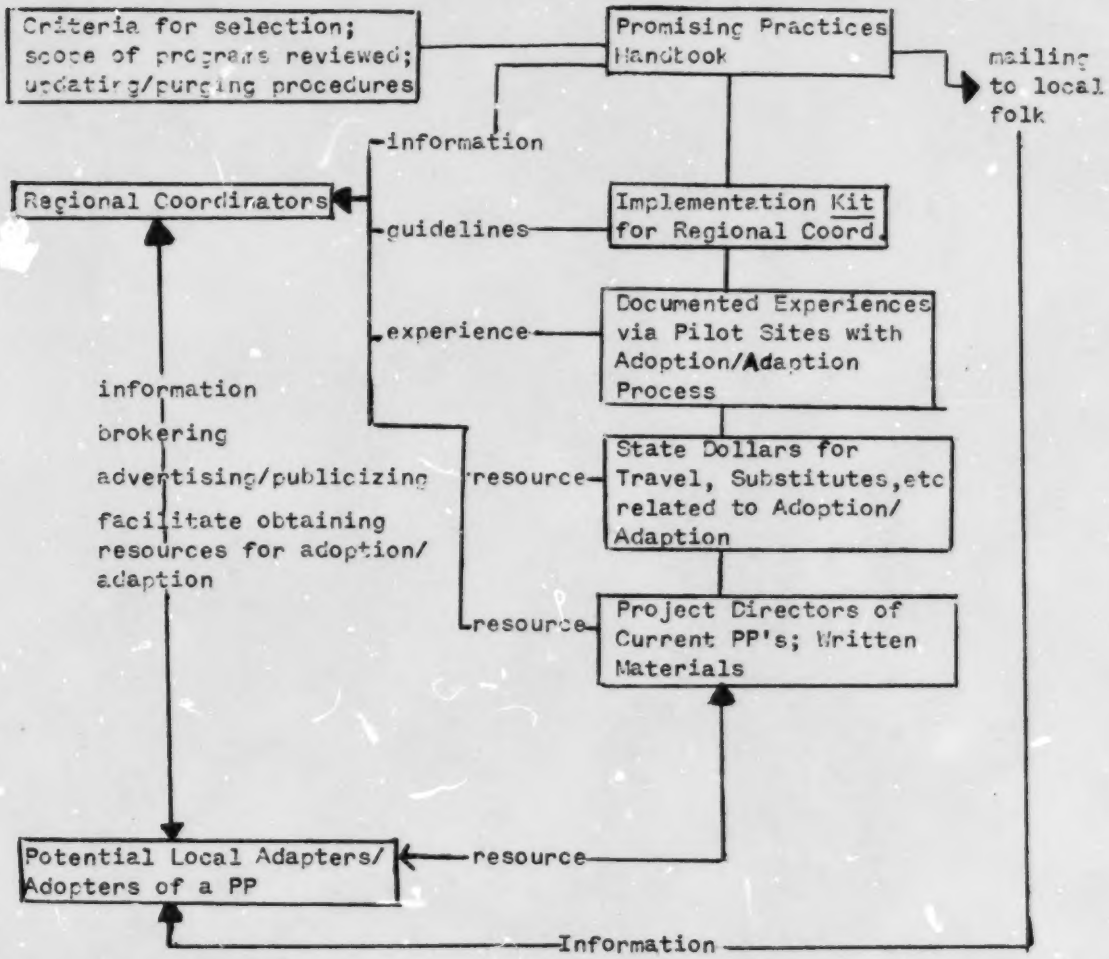
Major components of the idealized network model would seem to include the following:

- Existence of an up-to-date descriptive listing of available Promising Practices (PP's) of sufficient variety to be of maximum local interest.
- Awareness by Regional Coordinators (RC's) of the PP's - what they are, what they can offer local schools.
- Availability of PP Project Director consulting time and written materials for use by potential adopters and adapters who request assistance.
- Awareness by RC's of how to obtain dollars and other resources to assist with local adoption/adaption projects.
- Local school personnel awareness of the PP's and the kinds of adopter/adapter support available and how to obtain it.
- Perception by RC's that one or more PP could be of value to local districts or schools.

The various surveys and interviews conducted were also designed to examine the existence of each of these fundamental conditions. Figure 3 is an attempt to summarize the essential components and processes of the "ideal" network model.

Figure 3:

Components of the Ideal Diffusion Network Model



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3.0 A REVIEW OF 1979-80 PROJECT ACTIVITIES

In an effort to achieve the on-going diffusion network model, Project staff engaged in a variety of activities. While the Project report more fully describes each of these activities, a quick review of them is presented in this report before turning to the major evaluation findings. Figure 4 provides an overview of major project activities.

After reviewing Project activities and discussions with Dr. Hall, Project Director, several observations can be made.

3.1 Many PP's which are no longer operating are described in the Handbook which is widely distributed throughout the state. Project staff inquiries scaled the "current" listings in the August 1979 Handbook down from 66 to 37. A project is currently underway to pursue further and expand the Promising Practices listings. The project is funded by the Department of Education.

Figure 4

Overview: Major Project Activities

Activities/Outcomes	Mechanisms
① Identifying Current Promising Practices	• Contact with all Project Directors • Reduction of list to 37
② Identifying/Selecting Adoption/ Adaption Projects/Sites (9 PP's involving 18 counties)	• General publicity (brochure, newsletter articles, prof. mtgs.) • Meetings with RC's • Field visits (6) • Making awards, transferring $'s
③ Developing Resource Materials (Kit) for Use by RC's	• RC input to Kit development • Drafting Kit • Further review of Kit by RC's
④ Answering Questions from Local Folk about PP's	Response to letters, phone calls

3.2 It took a while to identify all the resulting pilot adoption/adaption projects and sites; that is, not all had been identified by the end of Fall 1979. At least six field visits were made by Dr. Hall to work with potential local adopters/adapters and/or the Regional Coordinator to develop an application for Project participation and resource support. Earl, meetings and discussions with Regional Coordinators at their monthly meeting in Salem seems to have generated strong interest from five of the sixteen coordinators.

3.3 Considerable energy was devoted to publicizing the existence of the Project. Primary reliance was placed on printed media, though a special exhibit and in-person presentations to several forums took place (e.g. ICCE representatives, Research-Exemplary Advisory Committee members,, Oregon externs, Career Education Coordinators in Morrow/Umatilla counties). The printed Project brochure was the primary and most widely disseminated printed source of information used about the Project.

3.4 At least four visits were made to pilot sites and/or sites of original Promising Practices by Dr. Hall.

3.5 Special meetings were held with staff at Linn-Benton Community College, the Northwest Regional Educational Laboratory, and several others. A particularly important workshop was held with Project Directors of Promising Practices (December 7, 1980). All Project Directors were invited to the workshop along with Regional Coordinators and invited guests. The purpose of the workshop was to clarify and strengthen the future role of these Project Directors as consultants to local adopter/adapter staffs. While attendance was somewhat disappointing (with one-third of the Project Directors and five Regional Coordinators in attendance), workshop ratings from the participants were uniformly very high.

3.6 Considerable effort was given to development of the Implementation Kit for Regional Coordinators. All Coordinators reviewed a first draft and offered suggestions for improvement. Further, two who were highly involved with this year's pilot adoption/adaption projects met with Dr. Hall

to review further suggested changes to the Kit. An evaluation of the usefulness of the resulting final version of the Kit must await its publication this summer or Fall.

3.7 Dr. Hall asked the Coordinators to identify any local projects which they felt might qualify as a Promising Practice and be added to the list. Only two local projects were identified.

3.8 Finally, Dr. Hall devoted considerable administrative time to the task of negotiating, reviewing, awarding and facilitating the transfer of Project funds to the local pilot sites

4.0 MAJOR FINDINGS

Results from the following special inquiries are summarized: survey of local awareness of the Promising Practices Program; survey of Project Directors (of original Promising Practices); survey of 1979-80 local adopters/adapters of Promising Practices; and survey/interviews with the sixteen Regional Coordinators. Instruments used are attached in the Appendix.

4.1 Local Awareness Survey

Almost one-third (29%) of those responding (total response rate was 41%), who are on the Promising Practices Handbook mailing list (N=about 350) of the Department of Education, said that in the past they had not received this publication.

Of the 71% who said they had received the Handbook (or at least remembered receiving it), 93% either scanned it (65%) or read it thoroughly (28%); most (81%) shared it with others. Forty-two percent said they had followed up for more information about a Practice; 34% said they still planned to do so in the future; and 61% said they were not sure about future follow-up. Forty-four percent said either they or local colleagues have been interested in adopting or adapting one or more of the Practices listed.

Finally, only one-third of those responding said "Yes" they had received a brochure describing the Diffusion Project (1979-80) while 19% said "No" and almost one-half (48%) were not sure if they had received it.

One respondent said updates to the Handbook were not received, and another suggested the Practices and the Project be highlighted in county in-service programs.

4.2 Project Director Survey*

Thirty-one responses from 42 persons representing 38 Promising Practice projects were received. Two-thirds indicated they had been contacted by at least one person interested in their Practice. Of these, 50% indicated one to five such contacts; 18% said five to 10 such contacts; while almost one-third (32%) said they had received 10 or more such inquiries. A gross extrapolation from these data suggest that at least 200 inquiries have been received by these Project Directors. Without previous baseline data, it is difficult to judge whether such a level of inquiries is high or low.

Directors are contacted most often by mail (58%), followed by phone (42%) and personal visits (39%).

When asked how those making the inquiries had learned of their project, the greatest number, 48%, said through the Promising Practices Diffusion Project; 26% said through Regional Coordinators; 16% through professional publications; and 16% through local administrators. Ten percent said those contacting them had learned of the project through local coordinators of career or vocational education.

Directors were asked their opinion about the extent to which those at the local level were aware of Promising Practices Projects. None said "extremely aware" while two-thirds said "somewhat aware" and one-third said either "little awareness" (26%) or "no awareness (7%).

*some percent responses add to more than 100 because more than one response category could be checked in the survey item.

"Sharing copies of the materials" (71%) was the most common way assistance was provided to those making inquiries. Other methods were: "talked on phone"--52%; "trip to the school"--28%*; "technical assistance on gratis basis"--29%; and "technical assistance on contractual basis"--3%.

When asked "Should Promising Practices dissemination efforts continue", 47% said "yes, high priority" while 50% said "yes, limited level" and only one person said "not at all."

4.3 Survey of Local Adopters/Adapters

Approximately $15,117 of total Project dollars were allocated to thirteen sites for the adoption or adaption of nine different Promising Practices. Most of these dollars supported the initial planning phase of the adoption/adaption process.

An estimated forty-three local teachers and counselors were directly involved in these pilot efforts, not counting Project Directors of the original Promising Practice. At least 280 students have been involved already in these efforts (with 220 of them participants in the Job Skills Fair project). Most projects, including the D&H Consortium project in Polk-Yamhill counties and the Career Guidance Project involving eight counties in Eastern Oregon, will move to full implementation in 1980-81. For 1980-81, local staff expect student participation to increase to 450+ not counting the potential thousands of students who could be affected by the Polk-Yamhill and Eastern Oregon projects.

Overall, local adopters/adapters are highly supportive of the Project. When asked "In your view, should support for the Promising Practices Diffusion Project continue?", eleven of the sixteen responding said "yes, as is" (69%) while the other five said "yes, but with some changes" (31%). No one said "no".

Eleven of the sixteen indicated that Regional Coordinators had

*no explanation is available for the discrepancy in percent between this item and the earlier one about the form of the contact.

alerted them to the program; three each said they learned of the program by Promising Practices publications and Helen Hall; and two each said Department of education, school administrator, or "other".

Half expect their projects to expand to serve more students next year while seven of the sixteen expect things to remain about the same. Two (both Business Education project sites) said they will probably not reach the implementation phase.

Project Directors were asked about the use of evaluation instruments and strategies to gauge achievement of project outcomes. Since most projects were in the planning stage in 1979-80, this question proved not very relevant. Nine (56%) said "too early to tell", five said "informal student feedback" (31%), and two each said "staff impressions", "third party evaluator" or "formal student feedback". One respondent indicated the "use of student performance or behavioral measures" (one of the Business Education open lab sites) and two reported use of a "formal student feedback" instrument (one of the Business Education open lab sites and the Career Action School-CE2).

Major activities of those adopting or adapting a Practice were: arranging for and/or participation in special in-service workshops; on-site visitations; and reviewing and revising instructional and/or guidance materials.

Reasons given for electing to become involved with implementing a Practice varied greatly but included the following recurring themes: to promote the better use of funds; a specific local need for the program; the improvement of instructional or career guidance program quality; and the avoidance of costly "reinvention of the wheel".

Table 1 summarizes the kinds of assistance used in the adoption or adaption processes and how each was rated on usefulness. Clearly, the forms of assistance most used as well as the ones found

to be the most useful were: assistance from OSU staff, travel reimbursement, in-person assistance from original Promising Practice project staff, and dollars to support substitute staff.

Perhaps somewhat surprisingly, six of the 15 adopter/adapter respondents did not make use of written materials on the original Promising Practice. Four persons indicated "no need" for these materials and two said such materials were not available.

Results related to use of in-service training programs prior to implementing a Practice were somewhat mixed. Of the thirteen who responded to this item, seven indicated using this form of assistance while three said it was not available. One respondent said such in-service should be a required component of the adoption/adaption process.

Suggestions made about what future changes should be made in the Diffusion Project were the following:

- Obtain agreement from district administration to implement the Practice before involving local staff in the adoption/adaption process
- support for planning time during the summer months
- opportunities to talk with teachers using Open Lab arrangements (e.g. how they face various problems)
- Project expansion to make more districts aware of the Practices and the Diffusion Project
- more attention to research on the degree of success of various Practices
- move Diffusion Project staff out of the Home Economics Dept. at Oregon State University
- require an in-service component in adoption/adaption projects
- keep Diffusion Project staff on the road more and in direct contact with local adopters/adapters

TABLE 1

Kinds of Assistance Used by Adopters/ Adapters and Assistance Usefulness *

Assistance	Used	Did Not Use Because:		Usefulness		
		Not Avail.	Did Not Need	Low	Medium	High
1. Asst. by phone from original project staff	9	1	3			9
2. Asst. in person from original project staff	13	1				13
3. Admin. asst. from RC	11	1	1	1	2	8
4. Tech. asst. from RC	10	1	2	1	2	7
5. Asst. from OSU PP staff	15					15
6. Asst. from outside consultant not paid for by Project funds	4	3	4		3	1
7. Asst. from outside consultant paid for by Project funds	5	2	4			5
8. Other "people-related" asst. (staff at schools visited)	4	2	3		1	3
9. Dollars to support released time for staff	11	2	1		1	10
10. Dollars to pay for substitute staff	13		2			13
11. Dollars for supplies, services, equipment	8	2	2		2	6
12. Dollars for travel reimbursement	15				1	14
13. Other "dollar-related"	1	2	5			1
14. Written materials about original project	9	2	4		2	7
15. In-service training program prior to implementing Practice	7	3	3		1	6

*16 persons responding; only total number of responses are shown(e.g. not percents)

Local adopters and adapters were asked to identify the "most important' factors which facilitated the adoption/adaption process and those which limited or rendered the process more difficult. Factors listed were the following:

Facilitating Factors	Limiting Factors
released time	inability to get away from school enough
the sharing and pooling of ideas and practical examples from other schools	wanted to do more than I had time for
field trips	lack of initial set-up time
support from local school admin.	money to add more classes
coordination with other Regional Coordinators	planning started too late
cooperation of OSU staff	could have used more money
ease of application procedures	no in-service built in
	school facilities
	staff turnover

4.4 Survey/Interview of Regional Coordinators (RC's)

Responses to each of the survey items are presented followed by a discussion of follow-up interview results.

Survey Responses

a. Thoughts about future of the Diffusion Project

continue as is	6
continue with minor changes	1
support it in concept, but substantial changes needed	8
discontinue it	1

b. Your formal responsibilities/role with the Project

The variety of responses given indicate that roles and responsibilities are viewed differently across the RC's. Some emphasize a very pro-active role on behalf of Promising Practices which includes publicizing and then facilitating the obtaining of support for local adaption/adoption projects. Others indicate that while their job is to be familiar with the Promising Practices, even more important is an awareness of local needs; and then when and where need is indicated, Promising practices may be recommended for local review. Most indicated they thought their role was clear (only one said it was not). In general, most RC's described themselves as "brokers," persons who are advocates of the needs of local staff and then attempt to identify supportive resources and processes which can respond to these needs.

c. Project involvement this year

Only three RC's indicated no involvement this year. Three indicated very extensive involvement with one or more pilot adoption/adaption projects. Such involvement included organizing consortium, arranging for various meetings; extensive discussion with local administrators, teachers and counselors; assistance to local staff with making application for Project funds; and the dissemination of information about Practices and the Diffusion Project in general. The remaining ten Coordinators seemed to have had minimal involvement which took one or more of the following forms: local project planning committee attendance; discussion with local vocational directors of the Promising Practices Handbook; attendance at a regional meeting to discuss consortium formation; and attendance at an in-service workshop.

d. Emphasis placed on Promising-Practices-related activities compared with other program of work activities

Much less	2
Less	2
About the same	7
More	1
Much more	0
No answer	4

e. Compatibility of Promising Practices-related activities and objectives with the accomplishment of other work objectives

Not very	0
Usually	1
Somewhat	2
Very	10
No Answer	3

f. Local ESD Administrators expect you to place emphasis on Promising Practices-related activities

No	7
Yes, some	5 (4 of these also recommended the Project be continued as is)
Yes, quite a bit	1
No answer	3

g. Awareness among local educators of the Diffusion Project

Don't know	0
Not very	5
Somewhat	7
Very	1
No answer	3

h. Primary ways local educators learn about the Promising Practices and opportunities to adopt or adapt a Practice

Regional Coordinators	7
Attendance at meetings	3
Direct publicity from Diffusion Project	3
Word-of-mouth	2
Other (Handbook, mailings)	2

i. Local interest expressed in adopting or adapting a Practice

- Inquiries received this year

none	3
one	4
two to five	3
six	1
twelve	1
"many"	1
no answer	3

- Were all inquiries accomodated?

yes	8
no	2

- Expect a change in level of interest for next year?

no, about the same	9
yes, less	0
yes, more	4 (3 of these said the Project should be continued as is next year)
no answer	3

j. Will the RC Network alone be sufficient to maintain Project viability next year?

no	8
yes	6
not sure	2

k. Suggested uses of 1980-81 dollars to support the diffusion of Promising Career and Vocational Education Practices in Oregon

Alternative	No. Times Checked
• Devote considerable energy to expanding current list of Practices and allow dollars to be used to adopt/adapt from this list	9
• have RC's submit local project proposals directly to ODE staff for review and dollar allocation	7

Alternative	No. Times Checked
• continue to fund a 3rd party facilitator to provide technical assistance to local staff and facilitate the implementation process	6
• continue to allocate dollars to support the current model	5
• divide-up all dollars among ESD's and us prearranged priority adoption/adaption projects	4
• have ODE staff target dollars to one or more special Practives for diffusion	4
• devote energy to improving use of evaluation measures/strategies at local level	3
• other (mandatory in-service for all adoption/ adaption projects; support a dissemination component in each ODE-issued RFP)	2
• make all funds available to a particular region(s) of the state where interest in adoption/adaption is high	0
• make all funds available to a particular region(s) where it is determined need is greatest	0

L. Current strengths/weaknesses of the diffusion effort*

Strengths

1. concepts good (4)
2. excellent projects and sources for ideas (2)
3. the materials themselves (1)
4. enthusiastic Coordinator (1)
5. dollars for substitutes, per diem travel (1)
6. method of dissemination/funding (1)
7. fast turn-around on funding proposals (1)

* Number of RC's mentioning each is in parentheses

L. continued

Weaknesses

1. Diffusion model assumptions (3)

- that districts want to adopt
- that to express interest in adoption requires admission that local practice is no good
- that only "packaged programs" are "transportable," when it's the concepts themselves that are transportable

2. Promising Practices Handbook

- out-of-date; "historic" rather than "Promising" practices (3)
- too narrow a list; needs expansion (3)
- needs an expanded format; current one doesn't really tell very much (1)

3. Selling a Practice locally

- need more and better publicity, especially in-person contacts with those involved with a Promising Practice; send out various write-up highlights of Practices periodically (e.g. via flyer, newsletter copy) (5)
- hard to sell local administrators (1)
- district fear of assuming long-term costs (1)
- no way to help districts identify objectives which would be better served by a PP; in the end, the Practice must be compatible with local goals (1)
- lack of receptivity of local folks to new ideas (1)
- LEA's have own career education plans; problems are solved through staff process groups and not "transportable" components (1)

4. Other Weaknesses

- in-service needed as part of all adoption/adaption efforts (1)

RC Kit will need some minor revisions (1)

too many "strangers to the district involved in the process; RC needs to be involved and role not weakened by outsiders (1)

m. Were pilot efforts "successful"?

All RC's involved answered "yes" to the question; only one said "minimally" successful

Several major observations can be made from the open-ended survey responses and the in-person or phone interviews held with the Coordinators. These observations are summarized by thematic area and are not made in any particular order of importance.

1. General relevance of Promising Practices to the Local Situation

Portland metropolitan area RC's pointed out that many of the PP's originated in their districts. They also indicated that many parts of the Practices were already operating in their districts. As a group, these RC's anticipate little local interest in the future in the current Practices listed. What does emerge, though, will need to be in response to a pressing local need.

2. Network Strengthening

- RC's should share more at their monthly meetings; this forum could be used to update information on the PP's and indicate which are no longer operating.
- RC's need illustrative/descriptive information about the PP's; The Kit will not provide this
- the Kit should include a listing of persons who participated in PP training/site visitations this year; also, the names/addresses/phones of those who adopted or adapted a Practice this year should be listed

3. Strengthening Evaluation of Promising Practices themselves

- support should be given to projects like one already proposed to ODE to develop competency measures/ indicators for career education
- there is a need for better student follow-up procedures which produce useable information for future program planning

4. Formal vs. Informal Adoption/Adaption of the Practices

   Several RC's indicated a belief that many of the key concepts included in the PP Handbook have already been picked up on in the field through informal channels (e.g. local individuals directly with Project Directors of the Practices).

5. Increasing Local Interest

   - I'm more likely to become involved in Projects I've actually seen
   - consider using newsletters to highlight particular groups of Practices or their adoption/adaption' copy could be circulated to RC's for inclusion in local newsletters
   - develop a snappy brochure which includes a brief listing and description of PP's and how to obtain assistance with adoption/adaption.
   - need more regional presentations directly to local school folks, especially where an RC is disinterested in PP or simply lacks time
   - need more publicity materials; would suggest development of a slide-tape or other media presentation
   - H. Hall needs to get out in the field more and push projects personally

6. Use of Dollars

   - most dollars should go to support local adoption/adaption and a minimal amount to support other coordinative or technical assistance statewide
   - should be able to use the dollars for a wider range of career/vocational education innovations, not just those formally supported by the ODE
   - Need more accountability; would recommend requiring that a local needs assessment be conducted prior to seeking funds to adopt or adapt a PP
   - make the use of dollars as flexible as possible

- keep the same funding arrangement for one more year at least so everyone can get used to it; one hurdle is knowing how the system works and the process needs more time

- don't just divide up the money; some regions already have more money than others and other regions have no interest in the PP's

7. The Third Party Coordinator Role

- it makes the RC role less clear; it allows RC's to be bypassed

- staff the position with someone with conference/meeting savvy and enough weight to draw people in

- H. Hall does an excellent job

- simply put, without someone to keep at it and keep others focused on it, PP diffusion will fade away

- existence of a central coordinator can help with consortium development between and among RC's

- someone is needed to keep RC's up to date and someone who RC's can turn to with specific questions, requests for referral to the right resource or people, etc.

- seems as though it would be more expedient if we could get support dollars directly from ODE

- PPs will have more visibility if the RC rather than someone else is the major publicizer; and, in the end, you can't force a district or school to adopt/adapt if they see no need to

8. The Adoption/Adaption Process

- must include mandatory in-service during planning phase

- need to have more information available about the potential costs associated with adopting/adapting and how cost efficiencies can be achieved through adoption/adaption

9. Other

send the RC's copies of PP's which "bombed"; some of the ones listed are not fully operational and others seem of questionable merit.

when expanding the PP list, include local projects of merit even if they do not quite fit the criteria for inclusion as a Promising Practice; indicate how they do not quite fit the current criteria

5.0 CONCLUSIONS AND RECOMMENDATIONS

Twelve major recommendations are made. Each is preceded by a discussion of the major conclusions of the summative evaluation.

5.1 Has the Project made a difference and is it worth a continued effort?

The existence of the Promising Practices themselves and the Diffusion Project have resulted in numerous linkages and informal exchanges between Practice developers and those interested in formal or informal, partial or full adoption or adaption. It appears doubtful that the extensiveness of these exchanges could occur without the Practices and the Project. Many local staffs have been exposed to new ideas and have been able to experience directly a particular Practice by site visitations. Such direct exposure to a Practice seems to be the single most influential factor in generating interest in formal adoption/adaption. Project funds have made more site visitations possible by paying for released time and travel expenses. In a time of increasing budget limitations at the local level, such "incentive" support, small though it is, has been a particularly important aspect of the Project. Finally, the adoption/adaption processes begun this year hold the potential for affecting many thousands of students primarily due to the formation of consortiums through which Practices are being implemented.

Regional Coordinators who were the most involved with adoption/adaption pilot projects this year are, not surprisingly, the same ones

who express most support for continuing the project as it is and who expect an increase in local interest in adoption/adaption projects next year.

Recommendation #1: The Diffusion Project continue as a special project in 1980-81. Specific recommendations about areas of emphasis for the 80-81 year follow. Additional strengthening of the current diffusion model is needed before the "ideal" model can be considered "in place".

5.2 Which components of the Promising Practices diffusion model are essential for most effective dissemination of these Practices?

There exists strong concensus that both a purging (of out-of date Practices) and an expansion of the current Handbook listing of Practices must take place. The Department of Education is already supporting a special project to accomplish both the purging and expansion processes. Once this one-shot project ends, however, the issue of maintaining currency and updating remains.

Recommendation #2: The Department of Education maintain an annual process on contract with staff at Oregon State University or some other outside agency or organization to purge and update the Promising Practices listings using current selection criteria. Such listings might most efficiently be stored on tape and further edited, purged and updated each year and issued via computer output. With an expanded Practice list, such computer storage seems particularly important. As well, a larger set of Practices should generate more interest in adoption/adaption in many regions.

Recommendation #3: Time should be set aside at monthly Regional Coordinator meetings for discussion and an exchange of information about current Practices operating in the various regions. Each Coordinator would have the specific responsibility for detailed familiarity with Practices in his or her region and keeping others up-to-date on Practice currency (e.g. are local staff still available

as consultants to others? etc.). These sessions would also provide time for the identification of local projects which have not been federally or state funded which may qualify as a Promising Practice.

Recommendation #4: The Handbook as well as the Kit should include a listing of persons involved with in-service workshops on particular Practices and a listing of the names/addresses/phone numbers of local adopters/adapters of particular Practices. Such listings should help expand the resource network which can be tapped by local educators. Further, the Department of Education dissemination list for the Handbook should be reviewed and updated each year and recipients advised of eliminations and additions to the Practices.

It appears that local staff awareness of both the existence of the Practices and the availability of support for formal adoption/adaption remains limited, or, at least less than optimal. Neither the Handbook nor the Diffusion Project brochure seem to have yet achieved the desired level of awareness. While the Handbook provides more detailed information about the Practices, its length may discourage a careful reading by many who receive it.

Unless a Regional Coordinator is particularly aggressive in publicizing the Practices in a region, local awareness will probably remain somewhat limited. New publicizing strategies are needed. Exclusive reliance on the individual efforts of Regional Coordinators for publicizing the Practices will most likely not result in a uniformly high level of awareness statewide. Time constraints of and, in several instances, less than enthusiastic interest in the current list of Practices will most likely continue to constrain Coordinator involvement in publicizing. Several recommendations are made, therefore, in an effort to increase statewide awareness of both the Practices and the diffusion support program.

Recommendation #5: For 1980-81, some funds should be used to support the development of a brochure for distribution in bulk form to Regional Coordinators for their use in publicizing the network model. The brochure would include a chart-like listing of the available

Practices, including one or two sentence descriptions and contact names/addresses/phone numbers, and a description of how to apply for resource support for an adoption or adaption. The current brochure seems to be neither eye catching enough nor to include a sufficient amount of specific information to encourage maximum use. Such a brochure should be updated and reissued each year.

Recommendation #6: For 1980-81, and subject to more discussion by the Regional Coordinators, some funds might be used to support the development of a short slide-tape program about Promising Practices for use by Regional Coordinators with local district and school staff as well as for use at various statewide conferences, workshops or other key forums involving local instructional and guidance staffs and district vocational and career education directors.

Recommendation #7: Department of Education staff, or a designee of the Department, should periodically issue special feature reports on particular Practices and/or adoption/adaption efforts for release to Regional Coordinators and for possible incorporation in regional newsletters (where they exist). Such special reports could highlight Practices by theme area, etc. (e.g. D&H, facilities usage, vocational education, etc.). Such an effort is particularly important since the current list of Practices will be expanded making the publicizing challenge even greater.

For the adoption/adaption process to not only continue at its current level but expand, current model components must be maintained. Of particular importance is the existence of an easy, short turnaround time application process to obtain adoption/adaption support dollars and a pool of dollars for use with supporting released time for local staff to visit Practice sites and receive travel reimbursement. The lack of red tape involved in obtaining the relatively small amounts of dollars available to support local adoption/adaption planning is essential. As well, direct exposure (in-person) to a current Practice and the opportunity to meet and converse with Practice Project Directors seems to be the most important single factor affecting

the likelihood of adoption/adaption of a Practice. The ability of local staff to move out of their local setting to observe an innovation on site is critical.

Among Regional Coordinators, there is little concensus about how best to arrange for the allocation of these local support dollars. Two options rejected by all RC's were: making all funds available to a particular region(s) where either interest in adoption/adaption is particularly high or the need for such funds seems to be greatest. Seven RC's approved the process of submitting local project proposals directly to ODE staff for review and dollar allocation. Several of these same individuals were not sure, however, that ODE staff had the time to administer a large number of these small grants. Most of these seven also were among the six RC's who favored continuation of the role of a third party in the allocation of support dollars. Other allocation strategies received relatively little support.

To date, most (all but two) requests for local support have been accommodated, either totally or at least in part. If interest in formal adoption/adaption increases, it appears likely that more requests will be made than can be accommodated. Some method of selection among requests for funding will be needed. Several options seem possible: a) first come, first served; b) preference to requests from regions which hertofore have been inactive with formal adoption/adaption projects; and c) review of all requests submitted by a specific deadline and the attempt to spread available dollars as far as they can go with an effort to achieve some degree of geographic spread and equity.

Recommendation #8: Assuming ODE staff do not have the time to administer local project funds, contract with a third party to accept project requests from Regional Coordinators, review such requests and award/administer the funds. Allowance should be made also for submission of requests directly from local school district administrators or staffs.

Recommendation #9: Designate the Regional Coordinators, as a group, as the Advisory and Review Committee for the review and awarding of local project funds. It is recommended that the RC's, at their next monthly meeting, review and discuss the various options for selecting projects to fund. It would seem as though option (c) above should merit the most serious consideration and that a deadline for submission of all local requests will be needed if the process is to work.

Several local adopters/adapters and RC's recommended that an initial in-service workshop become a mandatory component of the adoption/adaption initial planning process. Such workshops would bring together Project Directors and prospective adopters/adapters and perhaps some key local administrators whose support for the Practice is essential if it is to move to implementation. The workshops would also address issues such as long-term cost implications associated with adoption.

Recommendation #10: All local formal adoption/adaption projects should include an in-service component, and the RC Kit should eventually include a section on suggested in-service planning strategies and content.

5.3 Can the diffusion process be expected to continue and/or increase in viability without the continued presence of a central coordinator, at least in the short-run?

Eight Coordinators strongly believe that continuation for at least one more year of a statewide coordinator is essential to the success of the diffusion network model. A review of the recommendations already made strongly suggest the need for additional technical and administrative assistance to both Regional Coordinators and local potential adopters/adapters. Local adopters/adapters for 1979-80 consistently rated high the assistance received from OSU staff. Also, RC's who were the most highly involved with pilot adoption/adaption projects this year said continuation of a third party coordinator was essential until full awareness of the diffusion process was achieved.

Recommendation #11: For 1980-81, a central project director be designated to oversee additional publicity development and dissemination (see earlier recommendations); to direct the purging, updating and expansion of the Practices listings (see earlier recommendation); and to coordinate the review/selection process of local projects for funding (working with the RC Advisory Committee) and administer the funds. Such central coordination could be assumed by an ODE staff member or contracted to a third party, such as OSU. Whichever option is selected, however, familiarity with the current diffusion model and the Practices themselves is vital.

5.4 How should the Department of Education allocate dollars for the diffusion process in 1980-81?

Recommendation #12: Depending on the amount of funds available to support the diffusion process in 1980-81, the priorities should be ordered as follows, though each is considered an essential and vitally needed Project component for long-term achievement of the "ideal" diffusion network model: 1) dollars to support local adoption/adaption efforts, 2) additional efforts to publicize both the Practices and the availability of funds to support local adoption/adaption planning, and 3) partial salary support for a project coordinator.

Earlier recommendations address the question of most preferred dollar allocation mechanisms (see #8 and #9).

Finally, one issue does not seem to have received a sufficient amount of attention either by original Promising Practices developers or 1979-80 adopters/adapters. It was recommended to the Project Steering Committee in March and is again recommended here that more attention be given to the development of evaluation strategies, methods, instruments, etc. for use in determining the impact of particular Practices, particularly on students. Methods of evaluation currently used seem to rely heavily on general impressions, informal feedback, and third party review. Much more is needed if educators are to respond to requests for evidence that the expenditure of dollars for new programs and innovations is making a difference.

Recommendation #13: The Department of Education seriously consider funding a project in 1980-81 designed to produce resource handbook or guidebook for use by local adopters/adapters in designing and conducting formative and summative evaluations of career and vocational educations of career and vocational education programs designated as "Promising Practices". Funds should also be made available to support several in-service workshops for local educators using such materials.

Appendix

Promising Practices Diffusion Project
Project Directors Survey

Please respond to each item with as much detail as possible. Feel free to use extra sheets of paper to answer the questions where you have more extensive comments and suggestions. Thank you.

---

1. Have you, as a project director of an identified Promising Practice, been contacted by someone interested in your project?
   ___ yes ___ no If yes, continue with question 2
   If no, go to question 6

2. How were you contacted? (Check as many as apply)
   ___ phone
   ___ mail
   ___ visit

3. How many different times have you been contacted?
   ___ 1-5
   ___ 5-10
   ___ 10-15
   ___ 15 or more

4. In what ways have you provided information or assistance to persons interested in your project? (Check all that apply)
   ___ shared copies of materials
   ___ talked on the phone
   ___ made a trip to their school to speak to interested persons
   ___ provided technical assistance on a gratis basis
   ___ provided technical assistance on a contractual basis

5. In your opinion, how did the interested school learn of your project? (Check all that apply)
   ___ Regional Coordinator for Career and Vocational Education
   ___ Local Coordinator for Career and Vocational Education
   ___ Promising Practices Diffusion Project
   ___ Professional Publication
   ___ Local Administrator
   ___ Other - please identify

6. In your opinion, to what extent is there awareness of the Promising Practices projects at the local level?
   ___ Extremely aware
   ___ Somewhat aware
   ___ Little awareness
   ___ No awareness

7. In your opinion, do you think efforts to disseminate Promising Practices should continue?
   ___ Not at all
   ___ At some limited level
   ___ High priority level

8. Please feel free to suggest strategies you would like to see attempted or ideas you have regarding Promising Practices.

Return to: Helen Hall, Pro. Dir.
20 Milam Hall OSU
Corvallis OR 97331

SURVEY OF LOCAL AWARENESS
OF PROMISING PRACTICES PROGRAM

Dear Colleague: As part of the Promising Practices Diffusion Project in Vocational and Career Education in Oregon, we are attempting to determine general awareness of this program around the state. Your responses are especially important. Please answer the few questions below and return the form in the attached envelope by May 1, 1980. Thank you.

Dr. Helen Hall, Project Director
20 Milam Hall
Oregon State University
Corvallis OR 97331

---

1. In the past, have you received a publication entitled, Promising Practices in Oregon (orange cover)?

2. Have you read through the above publication?

   ____ Not applicable ____ Yes, scanned it ____ Yes, read thoroughly
   ____ No, passed it to others ____ No

3. Have you shared it with others?

   ____ Not applicable ____ Yes ____ No

4. In the past, have you ever followed up for more information on a particular Practice listed in the publication?

   ____ Yes ____ No

5. In the future, do you plan to follow up for more information on a particular Practice?

   ____ Yes ____ No ____ Not sure

6. Have you or local colleagues been interested in adopting one or more of these Practices?

   ____ Yes ____ No

7. In the past, have you received a brochure describing the Promising Practices Diffusion Project?

   ____ Yes ____ No ____ Not sure

8. Any comments, suggestions, etc. about the Promising Practices publication . .

--Please return in the attached envelope

CHECKLIST OF INFORMATION NEEDED FROM HELEN HALL
ON THE PROMISING PRACTICES DIFFUSION PROJECT

Needed by: June 20th

___ 1. a description of your contacts with the Regional Coordinators(e.g. how many; how-phone/meeting, etc.; where; when; issues addressed)

___ 2. a listing of the number and kind of Promising Practices which were supported to be adopted or adapted this year(e.g. name of school or district involved; the specific PP involved; whether adopted or adapted; number of local staff involved; and total dollars allocated to support this PP)

___ 3. surveys which Lou Thomas distributed to those who attended the special regional meeting I attended

___ 4. surveys(review sheets) sent to the RCs for use in reviewing the draft version of the Implementation Kit

___ 5. surveys from the project directors of the listed Promising Practices (see green, 1-page form)

___ 6. surveys of Local Awareness of Promising Practices Program(yellow, 1 page)

___ 7. a description of responses to your Feb. 5th memo to RCs about "practices" not included in the orange booklet, Promising Practices(see form you attached, "Promising Practices Information Sheet")

___ 8. a description of the number and kinds of field visits you have made during the project year(e.g. to local adoption/adaptation sites)

___ 9. the number and kind of inquiries you have directly received from individuals other than RCs about the Promising Practices Program

___10.* From what you have learned, how up-to-date is the lisitng of PPs on p.33 of the draft Implementation Kit and in particular, how up-to-date are the "disadvantaged/handicapped promising practices listed?

___11.* Where, in your view, do we currently have in place the "best" model process of a regional system for the dissemination and implementation of PP? and what are the most critical components which make it a "model"?

___12.* In the future, what kind of cooperation with the ICEE(%Art Terry) or other groups/agencies do you envision for PP?

___13. What kind of in-service training has taken place for local adopters/adapters in connection with the Project this year(e.g. who conducted it; for which audiences; who attended)?

___14. list the ways the existence of the Project was publicized this year and which audiences each strategy was designed to reach(e.g. brochure, special meetings attended, etc.)

___15.* What do you see to be the key strengths and weaknesses of the PP model process pilot-tested this year?

___16.* What should be done next to ensure further implementation and on-going functioning of the model process in Oregon? Do you believe the system can work if it involves only RCs and ODE staff or are other components needed?

___17.* Overall, what have been the highpoints and any sources of frustration which have accompanied project activities this year?

___18.* Given stated/formal project goals, to what extent have they been achieved? What has limited achievement of one or more of them, if any?

___19.* Other concerns and thoughts you have about the future of PP in Oregon.

*can provide information to these questions in writing, phone interview, or in-person meeting if we can arrange one

Regional Coordinator Review of Draft Copy
of the Promising Practices Diffusion Project:
Implementation Kit for Regional Coordinators

Your feedback on the Kit will help us develop the final version. Please be as thorough and critical of the current version of the Kit as possible. Please return the form by mail to Helen Hall by April 18. Please use extra sheets of paper to answer the questions where you have more extensive comments and suggestions. Thank you.

A. Your Overall Impression of the Kit

1. Does the Kit contain information you have already found or believe you will find useful? Which section or sections strike you as the most and the least useful in the current draft?

2. How does it read? Easily? Rough in places? Please comment.

3. Are there topics, issue areas, resource lists, etc. you think should be covered in the Kit? What are they?

4. Do the diffusion implementation processes described (e.g. informing, assessing, etc.) seem workable? Does the Kit contain enough information to make each process clear? Are there some areas which should be expanded? Cut-back?

B. Please read through each section of the Kit and attach any comments, suggestions you have.

Sections	Fine as is? Yes	No	Comments? (Please use additional sheets of paper if needed)
Introduction	___	___	
Informing	___	___	
Assessing			
-Summary Chart (p. 9)	___	___	
-Checklist (p. 10-11)	___	___	
Endorsing	___	___	
Planning	___	___	
-Planning Worksheet	___	___	
Implementing	___	___	
Evaluating	___	___	
-Figure 1	___	___	
-Evaluation Checklist	___	___	
-Evaluation Worksheet	___	___	
Appendix A	___	___	
Appendix B	___	___	
Appendix C	___	___	

May 27, 1980

3405 SW Carolina
Portland, Oregon 97201
(503) 246-8371

Dear Colleague:

As a local adopter or adapter of a Promising Practice, facilitated by the Oregon State University Promising Practices Diffusion Project, we need your thoughts about both the project and the implementation process you have used this year. Your responses to the attached questionnaire will remain confidential and will be incorporated into a final project report to assist with future project decisions and improvements.

If you are interested in reviewing a summary of the survey, contact Eugene Vinarskai at the Oregon Department of Education in Salem this summer or early Fall.

Please complete the survey as soon as possible and return it in the enclosed envelop by June 6, 1980. Thank you very much for your important contribution. If you have any questions, please feel free to contact me at my Portland number.

Sincerely,

Mary K. Kinnick
Third Party Evaluator
Promising Practices
Diffusion Project

(attachment)

PROMISING PRACTICES DIFFUSION PROJECT

Local Adopter/Adapter Survey

Name of the Promising Practice _____

Name of Your School/Location _____

Your Position with the Project _____

Are you: ___adopting a practice in total? ___adapting a practice?

___adopting part of a practice?

Please briefly describe your activities with the process of adopting or adapting the Promising Practice this school year(e.g. what did you do and/or are you still doing?)

---

1. How did you first become aware of the Promising Practices program?

___Promising Practices publication ___school administrator

___ESD Regional Coordinator ___teacher/counselor colleague

___ODE staff member ___other, please specify_____

_____

2. What were the primary reasons you elected to become involved with implementing a Promising Practice this year?

3. How many students in your school participated in any class or program which used a Promising Practice in whole or in part this past school year?

_____number

4. How many staff members in your school participated in one or more aspects of the adopting or adapting process of a Promising Practice this past school year?

_____number

5. What kind(s) of assistance did you use in adopting or adapting the Promising Practice? And, how useful was each kind of assistance? Please rate the usefulness of each kind of assistance you used.

Assistance	Used	Did Not Use Because:		Usefulness		
		Not Available	Did Not Need	Low	Medium	High
assistance by phone from original project staff	___	___	___	___	___	___
assistance in person from original project staff	___	___	___	___	___	___
admin. assistance from ESD Regional Coord.	___	___	___	___	___	___
technical assistance from ESD Regional Coord.	___	___	___	___	___	___
assistance from OSU Promising Practices staff(e.g. Hall, Fancher)	___	___	___	___	___	___
assistance from an outside consultant not paid for by Project funds	___	___	___	___	___	___
assistance from an outside consultant paid for by Project funds	___	___	___	___	___	___
other "people-related" assistance, please specify: _____	___	___	___	___	___	___
dollars to support released time for staff	___	___	___	___	___	___
dollars to pay for substitute staff	___	___	___	___	___	___
dollars for supplies and services and/or equipment	___	___	___	___	___	___
dollars for travel reimbursement	___	___	___	___	___	___

5. continued

Assistance	Used	Did Not Use Because: Not Available	Did Not Need	Usefulness Low	Medium	High
other "dollar-related" assistance, please specify: _____	___	___	___	___	___	___
written materials about the original project	___	___	___	___	___	___
in-service training program prior to implementing the Practice	___	___	___	___	___	___
other assistance, please spefify: _____	___	___	___	___	___	___

6. Other than what you may have added to items in question #5 above, were there other kinds of assistance you needed which were not available?

___Yes ---→What? _____

___No

7. Do you plan to continue the Practice this coming school year?

___No ---→Why not? _____

___Yes, for about the same number of students

___Yes, but will expand to involve more students ---→How many total?_____

8. What evidence do you have that the Practice achieved the desired outcomes? (check all that apply)

___really don't have any

___too early to tell

___impressions of staff only

___informal student feedback

___formal student feedback; self-report instrument used

___pre/post testing or assessment of student learning outcomes

___use of student performance or behavioral measures

___use of third party evaluator

___other, please describe_____

9. In your view, should support for the Promising Practices Diffusion Project continue?

___Yes, as is

___Yes, but with some changes(see question below)

___No

10. What changes, if any, would you suggest be made in the Promising Practices Diffusion Project?

11. Overall, what have been the most important factors which have facilitated the adoption or adaptation process you have used this year?

12. Overall, what have been some important factors which have limited or made more difficult the adoption or adaptation process you have used this year?

-PLEASE RETURN IN THE ATTACHED ENVELOP BY JUNE 6th-
THANK YOU!

3405 SW Carolina
Portland, Oregon 97201
(503) 246-8371

MEMORANDUM

TO: ESD Regional Coordinators

FROM: Mary K. Kinnick, Third Party Evaluator, Promising Practices Diffusion Project

I am currently serving as the Third Party Evaluator to the Oregon State University-based Promising Practices Diffusion Project. Your views and suggestions about the Project constitute vital information to be considered by Department of Education staff when the future direction of this program is reviewed this summer.

Please complete the attached survey as soon as possible. It appears to be long but should not take long to complete. I have arranged to meet with Coordinators in the Portland area(Multnomah, Clackamas and Washington counties) to discuss survey responses in person and will plan to contact everyone else by phone between June 3 and 13. Please do not send back the survey(in the enclosed envelop) until after I have contacted you. Your responses will remain confidential and will be summarized in a final evaluation report submitted to the Department of Education.

Thanks very much, and I will try to keep phone interview time to a minimum.

PROMISING PRACTICES DIFFUSION PROJECT

ESD Regional Coordinator Survey

Your Name _____

1. The Promising Practices Diffusion Project has as a major purpose the improvement and upgrading of career and vocational education in Oregon. Which of the following best expresses your thoughts about this Project:

   ___ it should be continued as is

   ___ in concept I support it, but substantial changes are needed

   ___ it should not be continued

   ___ other, please specify_____

2. As you understand it, what are your formal responsibilities and general role with the Project? Are they clear?

3. Please briefly describe your involvement with the Project this year. In particular, what specific things have you done to increase local awareness about and interest in adopting or adapting a Promising Practice for this year or next?

4. How much emphasis are you placing on Promising Practices-related activities compared with your other program of work activities?

   ___ much less ___ more

   ___ less ___ much more

   ___ about the same

5. In your view, how compatible are Promising Practices-related objectives and activities with the accomplishment of your other work objectives?

   ___ not very compatible

   ___ somewhat compatible

   ___ very compatible

6. Do local ESD administrators expect you to place much emphasis on Promising Practices-related activities?

___ no ___ yes, quite a bit

___ yes, some

7. How aware are educators in your region of the Promising Practices Diffusion Project?

___ don't know ___ somewhat aware

___ not very aware ___ very aware

8. What are the primary ways local educators learn about Promising Practices and opportunities to adopt or adapt a particular practice?

9. How much local interest has been expressed in adopting or adapting a Practice?

a. How many inquiries have you received this year?_____

b. Were you able to accomodate all of the expressed interest?

___ yes ___ no

c. Do you expect a change in the level of local interest for next year?

___ no, about the same

___ yes, less interest

___ yes, more interest

10. As the Project is currently designed, the Regional Coordinator(RC) network is expected to maintain the on-going model Promising Practices Diffusion system process in the future. The Implementation Kit for Regional Coordinators(which you reviewed earlier and is currently being finalized) will serve as key resource material to assist with this process. In your view, will the RC network alone, without central coordination and technical assistance from a third-party agency such as OSU this year, be sufficient to maintain project viability?

11. Several suggestions have been made about how best to use future federal dollars available to support the diffusion of promising career and vocational education practices in Oregon. Some of these suggestions are listed below. Please check all you support and add others which occur to you.

(✓)

___ continue to allocate dollars to support the current diffusion model

___ make all funds available to a particular region(s) of the state where interest in adopting/adapting one or more practices is high

___ make all funds available to a particular region(s) of the state where it is determined need for improvement and innovation is greatest

___ continue to fund a third party facilitator(e.g. like OSU) to provide technical assistance to local adopter/adapter staff and facilitate the implementation process

___ divide-up all dollars among ESD's and use for pre-arranged priority adoption/adaptation projects

___ devote considerable energy to expanding the currest list of practices which meet current Promising Practices criteria and allow dollars to be used to adopt/adapt from this expanded list of practices

___ devote some energy to improving the use of evaluative measures/ strategies at the local level to see if adopted or adapted practices are achieving the desired outcomes

___ have RC's submit local project proposals(to adopt/adapt a Promising Practice) directly to Department of Education staff for review and dollar allocation

___ have Department of Education staff target dollars to one or more special Promising Practices for diffusion

___ other, please specify_____

12. Overall, what do you believe are the current strengths and weaknesses of the Promising Practices Diffusion Project effort? and what changes, if any, would you suggest?

Please complete item # 13 only if your region has been involved with adopting or adapting a Promising Practice this school year

13. Do you consider the pilot effort(s) successful? Why or why not and what suggestions do you have for improving future such efforts?

PLEASE RETAIN THE SURVEY UNTIL AFTER M. KINNICK HAS CONTACTED YOU IN PERSON OR BY PHONE; THEN RETURN THE SURVEY IN THE ENCLOSED ENVELOP

THANK YOU